DOCUMENT RESUME

ED 133 661 CG 011 022

AUTHOR Snellgrove, Louis
TITLE Teaching Aids to Psychology.
PUB DATE 3 Sep 76
NOTE 6p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976); Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Audiovisual Aids; Audiovisual Instruction; Bibliographies; *Classroom Materials; *Educational Resources; High Schools; *Instructional Aids; Motivation Techniques; *Psychology; *Resource Guides; Secondary Education

ABSTRACT

One of the most consistent problems stated by high school psychology teachers is one of a lack of teaching aids and sources of information. Contrary to the opinions of many such teachers, there are many sources of information to aid the beginning or experienced teacher of high school psychology. The problem is in finding ways to communicate these sources of information to the teacher. This paper is a partial listing and description of sources of information, and at the same time a request for even more sources of information from other teachers. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED133661

Teaching Aids to Psychology - APA Convention, September 3, 1976

Louis Snellgrove
Lambuth College
Jackson, TN. 38301

Given below is a listing of information on teaching aids to psychology. If you have sources of information on free or inexpensive teaching aids to psychology, including A-V materials, I would appreciate your writing to me about them. I will be glad to pass this information on to others.

The last pages include some examples of procedures which can be used to help motivate students to become more involved in doing something. These procedures were donated by teachers.

1. Available from APA, Clearinghouse on Precollege Psychology, 1200 17th St., N.W., Washington, D.C. 20036. (ALL ORDERS MUST BE PREPAID):
   a. The Psychology Teacher's Resource Book, Rev. Ed., $3.00. Reviews of introductory texts, books of readings, A-V materials, listings of psychological apparatus companies, equipment, animal supplies, and MUCH MORE. THE best single source of information and is highly recommended.
   b. Psychology: Where To Begin, by John Bare. $1.00 For those who are faced with organizing the first course in psychology.
   c. Periodically. FREE. Written by and for high school psychology teachers. Monthly, September through May.
   d. High School Psychology teacher affiliate membership. $7.50 per year, which includes journal of APA and reduced rates for other journals.
   e. Teaching Psychology in the Secondary Schools, by Wertheimer and Nasschau, 1974. (price unknown).
   f. Other publications of interest: Careers in Psychology, first copy is free, .35 for each additional copy, Psychology As A Profession, .15 each; Ethical Standards of Psychologists, .05 each; and Keller's Personalized System of Instruction, $2.00 each.
2. Available from Behavioral Publications, Inc., 72 Fifth Avenue, New York, N.Y. 10011:
   a. High School Behavioral Science. Methods of classroom presentation, drug education in the high school, other articles on behavioral sciences. Will help the beginning teacher of psychology.
   b. Simple Exp-riments in Psychology, by W. S. Ray, 1973. Includes maze learning, public opinion, knowledge of results, reliability of witnesses, and several others. No equipment needed and includes a Teachers Manual.
   c. Developments in High School Psychology, edited by Harwood Fisher, 1973. Includes methods of psychology, relations to other social sciences, curriculum development and other areas.

CG011022

HARD COPY NOT AVAILABLE

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

3. Available from Dushkin Publishing Group, Sluice Dock, Guilford, CONN. 06437, Psychology 73/74 Encylopedia, Articles, bibliographies and illustrations.
4. Available from Harcourt Brace Jovanovich, 757 Third Avenue, New York, N.Y. 10017. Psychology: Its Principles and Applications, 1974, by Engle and Snellgrove; Psychological Experiments and Experiences, 1974, by Engle and Snellgrove. Textbook and accompanying materials written especially for high school students and steachers. A Teachers Manual is available for those who adopt the text. PE&E contains over 100 experiments, activities, and demonstrations. None of the activities or experiments require any expensive equipment.
5. Available from CRM, Del Mar, CA. 92014. A Psychology Today Lab Kit. Contains all materials necessary to build a fish tank for conditioning, an insect maze, "human" mazes, perceptual materials, and a tachistoscope.
   a. Also available is a series of "games", such as:
      1) Woman and Man - males play roles of females, and vice versa. Emphasize confrontations between the sexes, such as discrimination.
      2) Society Today - individuals make plans, which can be destroyed by a number of factors, such as debts, students give opinions, render judgments, and match knowledge with each other.
      3) The Cities Game - students make deals, buy votes, and generally explore the psychology of powr and politics.
      4) Black and White - students may switch roles, "live" in a ghetto, on welfare, and study other racial issues.
6. Available from Brooks/Cole, Belmont, CA. 94002 -
   a. Teaching the Beginning Course in Psychology, by Walker and McKeachie (paperback).
   b. Perceptual Demonstration Kit - 41 different activities, demonstrations and experiments in perception.
7. Human Behavior, a monthly newsmagzine on the Social Sciences. From Hanson Western Corporation, P.O. Box 2810, Boulder, Colo. 80302. Each issue has many brief articles on MANY different topics with references to original article. Also, several articles of the usual length. Although $14.00 per year, an EXCELLENT buy! Articles are easy to read and make excellent outside assignments.
8. A Propaganda Game is available from WFF'N Proof, Box 71, New Haven, Conn. 06501. Students learn techniques used by professionals to influence public opinion, Excellent class demonstrations can be arranged by students for your class
9. From Koslow Scientific Co., 7800 River Rd., North Bergen, N.J. 07047, ecology kits (inexpensive as well as expensive ones).
10. From Urban Systems, Inc., 1033 Mass. Avenue, Cambridge, Mass. 02138, simulation games on "Population," "Women's Lib," "Ecology Jigsaw," "Ecology Card Game".

11. The following have free or inexpensive A-V materials: NBC Educational Enterprise, Room 1040, 30 Rockefeller Plaza, New York, N.Y. 10020; OEO Film Guide Project, Project Head Start, 1100 18th St., N.W., Washington, D.C. 20506; Director of Consumer Services, Public Relations, Pharmaceutical Mfgs. Association 1155 15th St., N.W., Washington, D.C. 20005.
14. Edmund Scientific, 800 Escorp Bldg., Barrington, N.J. 08007. Bio-feedback, bio-rhythmn, ESP, color blindness plates.

The following is a list of manuals or workbooks, which contain dozens of experiments, activities, and demonstrations, none of which require any expensive equipment (most require no equipment).

Bickman and Henchy. Beyond the Laboratory, 1972. McGraw-Hill. An excellent collection of experiments in social psychology which can be adapted for groups of high school students.

CRM, Involvement in Psychology Today, 1970. Thirty-five activities.

Engle and Snellgrove. Psychological Experiments and Experiences, 1974, Harcourt Brace Jovanovich; Record of Activities and Experiments, 1969, Harcourt Brace Jovanovich.

Flory and Sherman. Student Laboratory Experiments in Operant Conditioning, 1973. The Scholars Press, P.O. Box 7231, Roanoke, VA. 24019.

Jung and Bailey. Contemporary Psychology Experiments, 1966, Wiley and Sons. Fifteen experiments.

Ray, W. S. Simple Experiments in Psychology, 1973. Behavioral Publications.

Snellgrove. Psychological Experiments and Demonstrations. McGraw-Hill. Twenty-five experiments and demonstrations, plus a chapter on statistics and experimental design.

Snortum. Student Research Projects for Use as Demonstrations in Introductory Psychology, Dept. of Psychology, Claremont Men's College, Claremont, CA. 91711. A dozen experiments.

Spatz, Chris. A Laboratory Manual for Experimental Psychology, 1970. Appleton-Century-Crofts.

Ward C. H. Lab Manual in Experimental Social Psychology, 1970. Holt Rinehart & Winston. Twelve experiments in social psychology.

IF YOU KNOW OF OTHER WORKBOOKS OR MANUALS SIMILAR TO THOSE LISTED ABOVE, I would appreciate your writing to me and letting me know. I will pass the information along to others.

15. Simulation/Games - try the 2nd edition of The Guide to Simulation/Games, Dept. E, Information Resource, Box 417, Lexington, Mass. 02173. Five hundred pages devoted to all major aspects of simulation and games in Business, Math, Psychology, and other areas (21 ecology games are described, for example). Cost - $15.00, but perhaps other departments could share expense.
16. ERIC Clearinghouse for Social Studies/Social Sciences/ Education, 855 Broadway, Boulder, Colo. 80302. Free newsletter.
17. Tapes -
    a. Jeffrey Norton Publishers, Inc., 145 East 49th St., New York, N.Y. 10017. Hundreds of subjects.
    b. Educational Cassettes - P.O. Box 30128, St. Paul, Minn. 55175. Six introductory tapes for $29.95 (introduction, social, child development, abnormal, adjustment and mental hygiene, and educational psychology).

In summary, you might try any or all of the following: articles in Time, Newsweek and Psychology Today (if you are careful in which articles you recommend to students). Have students to write their own instructional objectives for a chapter. Use guest speakers, such as policemen and women, Alcoholic Anonymous, social workers, psychologits, religious leaders, and physicians to obtain their viewpoints on mental illness. Paperbacks such as Dibs, I'M Okay, You're Okay, Summerhill, Walden Two, Beyond Freedmon and Dignity, Games People Play, and dozens of others! Use TV commercials and specific programs, such as "The Tenth Level" on CBS. Scientific American offprints. Share ideas with other teachers in person or through Periodically.

If you have any specific piece of equipment you would like to make, or have a student to make, let me know and I will try to assist you in making such equipment. For example, I have built all of the following (mostly from government surplus equipment for less than $10.00): mirror tracing (including one that counts errors electrically); a stop clock from surplus equipment for $10.00; finger mazes from plywood and old coathangers; a multiple choice discrimination reaction apparatus; a conflict board; a rotating trapezoid from a small motor; and so on.

With no prior explanation to students, ask for five volunteers who are then asked to leave the room for a few minutes. While they are out of the room, on a table place a box filled with items like rubber bands, scotch tape, a feather, small pieces of wood, a marble, pieces of paper, a pencil, or any other small articles. On top of the box place a note that reads, 'Take the contents of this box and make the most creative thing you can.' Ask the volunteer students to retrun to the room and seat them around the table. Tell them 'You are a group of five students.' From that point on you and the other students in the room remain silent, answering no questions from the group. You pass notes to students regarding your observations. How long does it take someone in the group to discover the note? Are there any signs of discomfort in the group? Does a leader emerge from the group? How did the group like an unstructured situation?

To illustrate effects of degrees of feedback on performance, have several students to sit in front of the class, with their eyes closed and no clocks or watches available for timing. Each student is to estimate when 10 seconds have passed. One group has zero feedback, one group is told "over," "under," "just right," and the third group is given the magnitude of their error. What relationship is there between degree of feedback and improvement in performance? Students can be required (except for the volunteers) to graph and interpret data.

Ask students to bring to class three or more magazine ads. Ask small groups of students, or the class as a whole, to classify ads as to: (1) whether they offer to satisfy an already existing need or (2) attempt to induce a need to buy services or goods. Ads can also be classified as to whether they are associated with physiological, psychological social or self-estem.

Ask for five volunteers for a reaction time test. Have them stand one in front of the other, back to front. Tell them you will tap the first student on either the left or right shoulder and they in turn will tap the person in front of them on the same side of the shoulder as quickly as possible. When the last student is tapped they are to raise the hand that corresponds to the side of the shoulder on which they were tapped. This will signal the timer to stop timing. Then tap the student on the shoulder for 10 trials, randomly alternating the side of the shoulder. Then ask for five other volunteers. Have them to line up one in front of the other, but this time when they are tapped on the shoulder, they are to tap the opposite shoulder of the person in front of them. The last person tapped will raise the hand opposite the tapped shoulder. Record all data and determine the range of the two group and mean reaction times. What was kthe independent variable in the study? Dependent? Why did the second condition take longer (have to add decision time to RT)? If you use males in one group and females in another, you can compare ("illegaly") RT's of sexes. Were two groups equivalent? How would you match the two groups (on a pretest on dependent variable).